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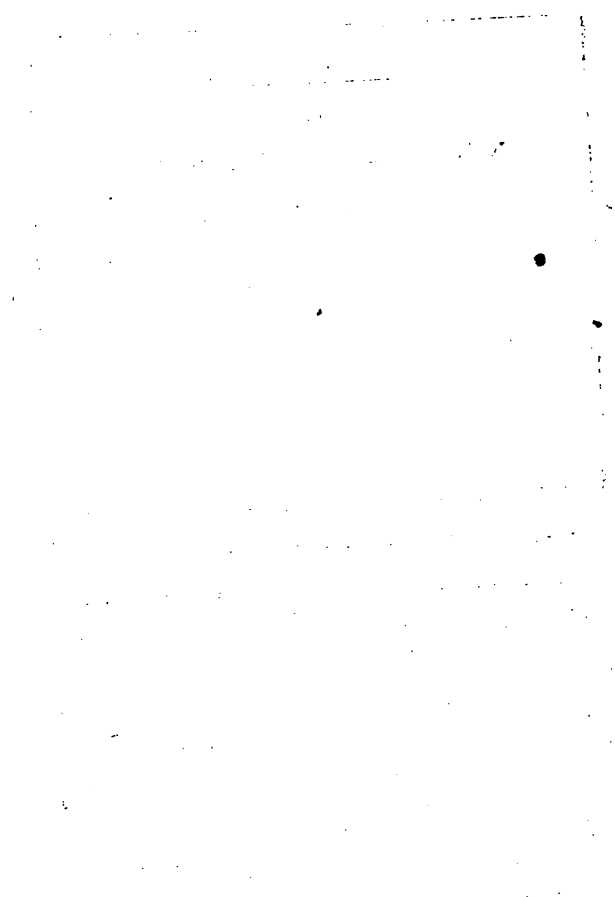
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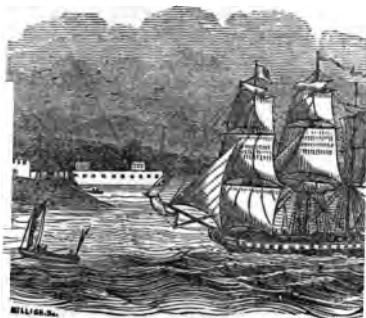
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COBBIN'S
ENGLISH GRAMMAR.









**E FINE SHIP SAILS PLEASANTLY AND CALM
HER PORT.**

an *Interjection*, expressive of the feelings of
may signify Pleasure. **THE**, is the definite *A*
it what Ship you mean. **FINE**, is an *Adje*
quality of the Ship. **SHIP**, the main obje

ELEMENTS
OF
ENGLISH GRAMMAR:

EXPRESSLY DESIGNED FOR

**THE JUVENILE STUDENT, EITHER AT HOME
OR IN PREPARATORY SCHOOLS.**

ILLUSTRATED.

BY

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GEOGRAPHY," ETC., ETC.**

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PREFACE.

THE following Grammar is on a plan entirely new. The principle of Mnemonics has been found highly useful in aiding the memory, and Pictures have been introduced by the author for this purpose. This method will both excite attention and afford amusement to young minds. Children accustomed to look at the cuts will retain an indelible impression of the Parts of Speech.

The Chapters are designed to be read over; the Recapitulation is to be committed to memory.

The Practice is founded on Scripture, as being the most readily furnished for the purpose, and also affording the means of impressing the oracles of truth upon the young mind, and combining the most important moral instruction with the acquirement of Grammar.

Verbs are not used, as being
ted to perplex the young pupil.
three principal tenses are quite
for rudimental instruction.
of Nature is also followed in
ng of the Parts of Speech; and
of explanation is as plain and sin
sible, that the work may, in e
; answer the title which it bear
var for Children.

LESSONS IN GRAMMAR.

LESSON I.—(*To be read.*)

GRAMMAR signifies “the science or knowledge of letters,” because letters are the elements of language and writing. We study Grammar that we may know how to speak and write correctly.

The English language has *twenty-six letters*; of these, *a, e, i, o, u*, and sometimes *w* and *y*, are called *vowels*, and the rest are called *consonants*. *W* and *y* are *consonants* when they *begin* a word or syllable, as *wood, beware, you, beyond*; and *vowels* when they *end* a word or syllable, as *now, sawdust, boy, bygone*.

A *vowel* may be sounded by itself; a consonant must have a vowel joined to it, to give it a sound; for example: *a* and *e* are sounds of themselves, they need no additional letter to help in sounding them, but *b* must have *e* added to make it sound *be*; and so for the other consonants.

When two vowels meet together, having *one sound*, they are called *diphthongs*.

Diphthongs sometimes sound the first vowel only; as *e* with *ea*, in *meat*; the *a* not being sounded. Sometimes they sound both, as *oi* in *voice*; in which case both vowels are clearly blended in one sound.

... together, so that
syllables, is called *spelling*.

Syllables put together by spelling make
Words are distinct sounds, by which we
express our thoughts or ideas.

Words of *one* syllable are called *monosyllables*.
cat, man, do, bad, &c. A monosyllabic
sound.

Words of *two* syllables are called *dissyllables*.
good-ness, ta-ble, &c. Dissyllables
consist of two
sounds.

Words of *three* syllables are called *trisyllables*.
ap-pi-ness, min-is-ter, &c. Trisyllables
consist of three
sounds.

Words of *many*, or more than *three*,
are called *polysyllables*, and have several
sounds, as *many* sounds as there are
syllables.
im-pro-pri-e-ty, ma-ni-fest-ed, &c.

Q. Why do we study Grammar?—*A.* That we may know how to speak and write correctly.

Q. How many *letters* are there in the English language?—*A.* Twenty-six.

Q. Which are called *vowels*?—*A.* a, e, i, o, u, and sometimes w and y.

Q. Which are called *consonants*?—*A.* All that remain.

Q. When are *w* and *y* consonants?—*A.* When they *begin* a word or syllable; as, *wood, beware, you, beyond.*

Q. When are *w* and *y* vowels?—*A.* When they *end* a word or syllable; as, *now, sawdust, boy, bygone.*

Q. What is a *vowel*?—*A.* A letter that may be sounded of itself.

Q. What is a *consonant*?—*A.* A letter that cannot be sounded without a vowel being joined to it.

Q. What is a *diphthong*?—*A.* Two vowels joined together.

Q. When is a diphthong called an *improper diphthong*?—*A.* When one vowel only is sounded.

Q. When is a diphthong *proper*?—*A.* When both vowels are sounded.

Q. How are *syllables* made?—*A.* By vowels alone, or consonants and vowels put together.

Q. What do you call putting consonants and vowels together?—*A.* *Spelling.*

Q. How do you make *words*?—*A.* By putting syllables together.

Q. What are *words*?—*A.* Words are distinct sounds, by which we express our thoughts.

What are *polysyllables*? — A. Words of more than three syllables; as, *manifest-ed*, &c.

How many sounds has a *monosyllable* sound.

How many sounds has a *dissyllable*

How many sounds has a *trisyllable*

How many sounds has a *polysyllable*; that is, *as many sounds as it has syllables*.

PARTS OF SPEECH.

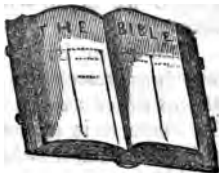
There are nine different kinds of words in language, which are called *parts of speech*. Their names are *nouns, adjectives, verbs, pronouns, adverbs, prepositions, conjunctions, interjections, and particles*.

NOUNS.

A Noun is *the Name* of a thing.



CROWN.



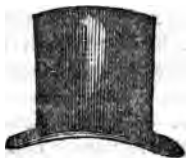
BIBLE.



MAN.



DOG.



HAT.



TREE.

noun is, therefore, that part
expresses the names of persons,
which we can see, or of which we
 ne it is called *a substantive*, be-
 that has *a substance or existence* :
man, a horse; virtue, goodness.
 e, are things which we can see
 that we can see are nouns. *Vi-*
 ve cannot see, but as they are t
 and of which we can think, they
 en we were infants, our mothers
 : us first to speak by the use of
 first effort of speech was to
 eir names, and to ask for the
 er : *bread, drink, book, picture; :*
 nouns.
 know if a word be a noun, take

many villages; and this word is used to express each of them. *Man* is a common noun, because it serves to point out any man among all the human race. *Tree* is a common noun, because it refers to all kinds of trees, without expressing one particular sort. On the contrary: *Bethlehem*, as it points out *one particular village* of that name; and *John*, as it describes some *particular person*, though many may be called John, are *proper nouns*.

Nouns have two NUMBERS, one is called the *singular* number, and the other the *plural*. Singular means *one*; plural means *more than one*.

SINGULAR NOUNS.

Singular means one.



A HORSE.



A COW.



A SHEEP.

LESSONS IN GRAMMAR.

PLURAL NOUNS.

Plural means more than one.



HORSES.



COWS.



say, *a* sheep, *a* swine, when speaking of one, and sheep, swine, when speaking of many, and not sheeps, swines. Names which denote a number of the same things are called *nouns of multitude*; as, *score, flock, herd, family, &c.*

The plural is for the most part formed from the singular, by adding an *s*, as, *wing*, wings. Many, however, are not so formed. Observe the exceptions.

EXCEPTIONS,

Or, List of Nouns, whose plural is not formed merely by adding s.

Nouns ending in *x*, *ch*, *s*, *sh*, make their plurals by adding *es* to the singular, thus:—

Fox.....	plural, foxes.
Church	plural, churches.
Kiss	plural, kisses.
Lash	plural, lashes.

Most nouns ending in *f*, or *fe*, make their plural by changing *f*, or *fe*, into *ves*, thus:—

Loaf	plural, loaves.
Wife	plural, wives.
Wolf	plural, wolves.*

* Dwarf, handkerchief, mischief, chief, relief, grief, strife, hoof, roof, and proof, are after the general rule; that is, make their plural in *s*. The teacher must often remind the children of the exceptions in the notes, for if inserted in the body of the work, exceptions on exceptions would only perplex the learner.

valleys ; * attorney, attorneys, &c.
A few nouns make their plural in
Man plural, men.
Woman plural, women.
Ox plural, oxen.

e nouns have plurals belonging
lives : these are,

Child plural, children.
Brother plural, { brother
 { brethren
Goose plural, geese.
Tooth plural, teeth.
Foot plural, feet.
Mouse plural, mice.
Louse plural, lice.
Die plural, dice.
Penny plural, pence
Cherub plural, cherubs
Seraph plural, seraphim

Q. Why?—**A.** Because anything that has a *substance or existence*, is a *noun*, as, a *man*, *virtue*.

Q. How do you know a noun?—**A.** By its making sense with *a*, *an*, or *the*, put before it.

Q. Will this rule always answer?—**A.** No; things that we cannot see, we must try, by inquiring, if they can be used as adjectives, if they cannot, they are nouns.

Q. How are nouns divided?—**A.** Into proper and common. Proper nouns point out one person or thing, or one sort of things. Common nouns, a thing which has many of a sort.

Q. What are the NUMBERS of nouns?—**A.** The singular and the plural. Singular means one; plural means more than one.

Q. How do you make the plural number?—**A.** Generally by adding *s* to the singular; but some plurals are formed by other methods.

Q. How do nouns ending in *x*, *ch*, *s*, and *sh*, make their plural?—**A.** By adding *es* to the singular.

Q. Name some examples.

A. Fox plural, *foxes*.
 Church plural, *churches*.
 Kiss plural, *kisses*.
 Lash plural, *lashes*.

Q. How do most nouns, ending in *f* or *fe*, make their plural?—**A.** By changing *f* or *fe* into *ves*.

PRACTICE.

Write down all the nouns in Luke xv. 11—32. Write, also, all the nouns in Ecclesiastes xii.; and mind this rule, that, in order to know a noun, you must put *a*, *an*, or *the*, before it, and if it makes sense it is a noun. Then begin and think thus: *a* remember—that is not sense, therefore *remember* is not a noun. Besides, *remember* is not a thing which we can see, or which we can imagine to exist or have a being: it is, therefore, some other part of speech, so pass it, and try the next word. *Now*—*a* now—not sense. *Thy*—*a* thy—not sense. *Creator*—*a* Creator—this is sense. *Creator* is, therefore, a noun.

When you come to the word *days*, you will perceive that the *s* at the end makes it plural; therefore, in all plural words, cast off the plural form, and try them by the singular—*a* day—is sense. Mark down *day*, therefore, on your slates as a noun.

have genders. Those which are called *masculine*; those which are called *feminine*; and things not life, are called *neuter*. Some things are sometimes called *masculine*.

Custom will teach us how to distinguish, but we may remark that they are in three ways.

By different words; as,

<i>Male</i> , man.	<i>Female</i> , woman.
<i>Male</i> , boy.	<i>Female</i> , girl.
<i>Male</i> , king.	<i>Female</i> , queen.
<i>Male</i> , bull.	<i>Female</i> , cow.
<i>Male</i> , drake.	<i>Female</i> , duck.
<i>Male</i> , gander.	<i>Female</i> , goose.
<i>Male</i> , ram.	<i>Female</i> , ewe.

Male, a *man*-servant. *Female*, a *maid*-servant.
Male, a *he*-goat. *Female*, a *she*-goat.
Male, a *male* ancestor. *Female*, a *female* ancestor.

Nouns have CASES ; that is, they change their position, being sometimes at the beginning, sometimes in the middle, and sometimes at the end of a sentence, in which cases they vary their form. When a noun takes the lead in a sentence, it is called *the nominative case* ; as, "*Apollos* was an eloquent man." *Apollos* is in the nominative case, because it leads the sentence. Other parts of speech may lead the sentence, but *the noun* only that does so is called *the nominative*. When a noun is placed after a verb or preposition, which will both be explained by-and-by, it is then said to be *in the objective case*, because it is the object acted upon by the verb or preposition that goes before it ; as, "*Ahab* called *Obadiah* ;" here *Obadiah* is acted upon by the word before it, which is a verb ; it is, therefore, in the objective case. So again : "*Jesus* loved *Martha*." Whom did *Jesus* love ? Why, *Martha* ; therefore the word *love* acts upon *Martha*, and makes it in the objective case. Once more : "*Abijah* pursued after *Jeroboam*." After whom did *Abijah* pursue ? *After Jeroboam* ; *Jeroboam* is, therefore, in the objective case. There is also *the possessive case* ; when a noun immediately goes before another noun, and shows the possession of the first in the thing designed by the second, that noun which is placed first is in the possessive case.

This case, you perceive, —
 as in the example just given, by
 the *s* is put after the first of the two nouns,
 in reposition of *of* before the noun. But
 the sign *s* is left out, and the apostrophe
 is added; 1st, When *plural* nouns end
 in *s*, as *boys' hats*, and not *the boys's hats*. 2d,
 When *singular* nouns end in *ss*, as *for righteous-*
ness's sake, and not *for righteousness's sake*.
 3d, *for conscience sake*, *for prudence*
sake, and not *for conscience's sake*, *for prudence's*

RECAPITULATION.

Have nouns *gender*?—A. Yes. Those
 that relate to males are masculine; those
 that relate to females are feminine; and those
 that relate to things without life are neuter.

How are genders pointed out?—A.

noun; as, a man-servant, a maid-servant, and the like.

Q. How do you *know* THE CASES of nouns?—

A. 1. The **NOMINATIVE** takes the lead in a sentence.* 2. The *objective* directly follows a verb or preposition. 3. The *possessive* is a noun which goes immediately before another, and shows the possession of the first in the second; as, "David's House;" it is known by having *s*, with an apostrophe at its end, or *of* put before it.

Q. When is the possessive sign of the *s* left out, and the apostrophe only added?—*A.* When the plural noun ends in *s*, or the singular in *ss*, as, *the boys' hats*, instead of, *the boys's hats*; *for righteousness' sake*, instead of, *for righteousness's sake*.

PRACTICE II.

Write down all the nouns in Luke xviii. 10—16.

PRACTICE III.

Write down all the nouns in Coloss. iii. 1—11.

PRACTICE IV.

Write down all the *plural nouns* in the 11th chapter of Ecclesiastes.

* The verb, *to be*, often has a nominative before and after it, and never changes the case of the noun from the nominative.

t, in first learning to talk, we have learned names of things, and can express some notion begin to find our want of some word to express their peculiar qualities; for instance, two cakes, the one *white* and the other *brown*; we want to point out in words the one and choose rather than the other, we let us say the *white* cake, or the *brown* cake; now *white*, *brown*, and such like words, are called *adjectives*. There are also some adjectives which express the *size* or the *duration* of a thing, as *small* or *large*, *long* or *short*; but more generally an adjective expresses its *quality*. An *adjective* means a word *added*; and is in fact added to, or put before, a noun, with which the adjective has no precise meaning.

NOUNS WITH ADJECTIVES.

An Adjective expresses the *quality* of a thing.

a **SPLENDID**



CROWN.

a **YOUNG**



MAN.

a **BEAUTIFUL**



ROSE.

a **LARGE**



BIBLE.

a **BLACK**



MAN.

a **LITTLE**



GIRL.

Note.—The words at the top are Adjectives, the word under the pictures are Nouns.

is on the table; in speaking or when we
 first say, that is *green*, that is *greener*,
 then is the *greenest* of all. These are
 three DEGREES OF COMPARISON. The
 first is the *positive degree*, as it describes the positive
 state of the apple; the second is the
comparative degree, as it shows, by comparing
 one apple with another, which of the two
 is any quality more than the other;
 the third is called the *superlative degree*, as it
 expresses the highest state of the quality.
 The general rule for forming these degrees is
 to add to the positive *er*, which makes the
 comparative, and by adding to it *est*, which
 makes the superlative; as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Great.	Greater.	Greatest.

NOTE 1. Positives, which end in *e*,
 add *st* in their comparative and su-

COMPARISON OF ADJECTIVES.

An Adjective describes the *quality* of a thing, and the *degree* of that quality; it also, in the same manner, expresses the *size* or *duration* of a thing with its *degree*.

POSITIVE.

COMPARATIVE.

SUPERLATIVE.



A large PLUM.

A larger PLUM.

The largest PLUM
of the Three.



A tall MAN.



A taller MAN.



The tallest MAN
of the three.



A beautiful
BIRD.



A more beautiful
BIRD.



The most beautiful
BIRD.

N.B. The words in *Italic* mark the comparative and superlative degrees.

Lovely. Lovelier. Loveliest.

NOTE 4. Words of *more than one syllable* are usually compared by *more* and *most*; as, excellent. *More* excellent. *Most* excellent. *More* excellenter, *most* excellentest, is very disagreeable to the ear.

NOTE 5. The following adjectives have a comparison peculiar to themselves.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good.	Better.	Best.
Bad.	Worse (<i>not</i> worser).	Worst.
Little.	Less (<i>not</i> lesser).	Least.
Much.	More.	Most.

NOTE 6. Adjectives which admit of no comparison are

RECAPITULATION.

Q. What are adjectives?—A. In general they express *the quality* of a thing.

Q. How do you know an adjective?—A. By putting the word *thing* after it, and if it makes sense it is an adjective.

Q. Have not adjectives degrees?—A. Yes; they have *three degrees of comparison*, namely, *the positive*, which describes the real state of the thing; *the comparative*, which compares it with any other thing; and *the superlative*, which shows its quality in the highest degree.

Q. How do you form the degrees of comparison?—A. By adding to the positive *er* for the comparative, and *est* for the superlative.

Q. Give me an example.—A. Positive, *wise*; comparative, *wiser*; superlative, *wisest*.

PRACTICE.

Write down all the adjectives in Acts xxii. If you are at a loss to know them as describing the *quality* of a thing, remember the rule for trying them by putting the word *thing* after them, and if they make sense they are adjectives. Also write down all the adjectives in 1 Tim. vi. 1—10.

atching this grammar, the order of words, and not that of *art.* Grammarians begin with the article, but nature

When a child first speaks, he wishes to name things which he sees, hence he learns to name things; he then finds he wants still some words to point them out, and he acquires pronouns; thus, when he knows how to call a thing by its proper name, he finds a means of distinguishing that one which he prefers out of many, as *the large plum*, or *the green plum*, or *the red plum*. But this is, first of all, done by the article. He first says *plum*, then *red plum*; after a time he learns to remember the word *plum* prefixed to it, *a red plum*. Observe that *a* and *the* are two little words put before the

NOUNS WITH ARTICLES.

Articles are prefixed to Nouns, to point them out.



THE Bible.



A Quill.



A Pear.



THE Sea.



A Cottage.



A Monument.

Note. The little words, **A** and **THE**, are the Articles.

peak. If you say, *a* man, *a* horse, this does not express what we mean; therefore, you can describe him in no other manner, you perhaps say, *I saw three men at your uncle's*, and you understand why *the* is. The article *a* leaves it uncertain, the article *the* points it out. This gives force to Nathan's address to David, who charged him with killing Uriah, and his wife, "Thou art *the* man."

NOTE. *A* becomes *an* before a vowel, that is, an *h* not sounded in. Thus, say, *an* ear, *an* hour, and not *a*. But, before *h* aspirated, or sounded always use *a*; as *a* house, *a* herring house, *an* herring.

RECAPITULATION

Article 2—*A*

Q. What is the use of the *indefinite* article *a*?

A. It points out a thing, but not particularly.

Q. What is the use of the *definite* article *the*?

A. It *defines*, or points out the thing of which we particularly speak.

Q. Give an example of the difference between the two articles?—A. *A* man, refers to some one man, but does not say which man: but *the* man, gives a definite meaning to the word man, and is a particular man whom we have in view.

Q. What form does the article *a* take before a vowel, or *h* mute?—A. It is changed into *an*.

Q. But what form must be used before the *h* aspirated or sounded in speaking?—A. *A*; as, *a* house, *a* herring.

PRACTICE.

Write down all the *articles* in John, i. 1—14, and write by their side definite and indefinite, to describe which they are.

THE VERB is the next main part of nature soon teaches the want of this noun and the adjective. Hence a child perfectly, *want* pretty picture, and admitting, as yet, the pronoun, which in this language a more correct meaning.

A verb is a word which, when applied to persons, expresses WHAT THEY ARE DOING to their bodies or minds; when applied to things, it expresses their CONDITION or life or power, it expresses their CONDITION. Few express EXISTENCE. In simple terms we thus generally described: *A verb is a word which expresses how what we are doing to other things, and what other persons or things are doing to us; and some verbs describe the state in which we are.**

Examples.—We strike; this shows action of the body: *we love;* this shows action of the mind. *We sleep, we sit,* are not actions, they merely express our state. So also *we*

A Verb expresses an *Action* or *Condition*.



To RUN.



To SLEEP



To SIT.



To PREACH.



To PRAY



To READ.

There are three sorts of verbs.

1. The **ACTIVE VERB**; this represents in which one person or thing does an action on a person or thing; as, "Saul *eyed* David *in* the vain thoughts." In the first case Saul's eyes is directed *to* or toward David. At last, we see the hatred of David *regards* vain thoughts.

2. The **PASSIVE VERB** :* this expression *received by* a person or thing: *loved by me.* "He *is slain.*" He *receives* the action, instead of performing it.

3. A **NEUTER VERB**: this does not denote an action, but merely describes *the state* of a thing, as, he *weeps*, he *laughs*.

Note well. That a neuter verb *can* be used with any noun; for though you can say, "a man," "he *scolds* him," these 1

VERBS.



Active. Passive. Neuter.

The active *gives* the strokes. The passive *receives*. The *neuter* neither gives nor receives, but remains inactive.

There are two verbs, which are principal auxiliaries, or *helping* verbs: TO BE, which signifies *to exist*; and, TO HAVE, which means *to possess*.

To *let* and to *do* are also used in the service of other verbs. All these *help* in expressing modes, tenses, and other parts of speech, in other verbs.

A verb has four distinguishing properties: *number, person, mode, tense*.

First, A verb has NUMBERS. That is to say, *the singular number*, meaning one only; and *the plural number*, meaning more than one. *I* love, is singular; *we* love, is plural.

Secondly, A verb has PERSONS. The singular number has *three persons*, and the plural number has *three persons*; namely, the person or persons speaking; these are called *the first person*: *we*,

Singular—I love.

Plural—We love.

Sing.—HE or SHE *loves*. Plu.—THE

Thirdly, A verb has MODE, or what is called MOOD. There are several modes, or *moods*, in which the verb is used.

1. The INFINITIVE MODE expresses the verb in its original state, and is called *infinitive*, because, like an infinite thing, it is not limited. It is known by the sign *to*; as, *to love, to sleep*.

2. The INDICATIVE MODE is that which indicates, or points out the action or state. As, *he loves, he sleeps*.

3. The SUBJUNCTIVE MODE subjoins a condition with it *a condition, a wish, or supposition*. As, “O that they were wise, that they understood these things, that they *would* consider the Lord!” “If ye were of the world, ye *could* love his own.” *

as, "*give* us this day our daily bread;" or *exhorts*, as, "*be* kindly affectionate one to another."

There is a part of a verb which is called THE PARTICIPLE, as it often *participates*, or partakes, of the nature of a verb, a noun, or an adjective.

Examples.—"We are your *rejoicing*, even as ye also are ours," 2 Cor. i. 14. Here the word *rejoicing* stands for *joy*, and is a *noun*. "This is the *rejoicing* city," Zeph. ii. 15. Here *rejoicing* stands for *joyful*, and is an *adjective*. "His statutes are right, *rejoicing* the heart," Psal. xix. 8. Here *rejoicing* signifies the *acting* influence of God's word on the heart, and is therefore a *verb*.

Fourthly, A verb has TENSE or TIME. By the use of the tense, we can express an action *doing*, or *done* some time back, or that *shall be done* at a future period; in all which cases, it is in a different tense or time. An action *doing*, or *being done*, is in the present tense; an action *done* is in the past, or preterite; and an action *to be done*, is in the future.*

Examples.—Present: "I *seek* my brethren," Gen. xxxvii. 16. Past: "I *sought* the Lord and he heard me," Ps. xxxiv. 4. Future: "Ye *shall not seek* me henceforth," Matt. xxiii. 39.

* The author has omitted the compound tenses. It seemed to him unnecessary to perplex the learner with them in a rudimental book, and the knowledge of the primary tenses will easily lead, in the practice, to the correct mode of using the pluperfect and second future of time,

what we are doing to . . .

and what other persons or thing
do *to us* ; and some verbs describe *the state*
we are.

How do you know a verb ?—*A.* By the
word *to* before it ; if it make sense,
as, *to love, to sleep, to sit, to crack, to*
. . . How many sorts of verbs are there
; the *active* verb,—the *passive* verb
neuter verb. Besides these, there are
auxiliary verbs, *to be* and *to have* ; and
to do are also often used as auxiliaries.

Q. What are the distinguishing properties
of a verb ?—*A.* *Number, person, mode,* and *voice*.

Q. What is the use of *number* in a
verb ?—*A.* To distinguish between one or more
persons called, *singular* and *plural*.

Q. What is the use of *persons* ?—*A.*

Indicative Mode indicates or shows the action. The *Subjunctive Mode* subjoins some *condition*, *wish*, or *supposition*; and the *Imperative Mode* *commands*, either kindly or roughly, or *entreats*, or *exhorts*.

Q. What is a *participle*?—A. It *participates*, or partakes, of the nature of a *verb*, or of a *noun*, or of an *adjective*.

Q. What is the use of a *tense*?—A. To express the *time* of an action, whether it is *now doing*, or *done*, or about *to be done*.

Q. How do you distinguish the *tenses*?—A. An action *doing*, or *being done*, is in the *present tense*; an action *done*, is in the *past*, or *preterite*; and an action *about to be done*, is in the *future*.

PRACTICE.

Mark down all the verbs in Ecclesiastes xii., omitting the auxiliary verbs *to be* and *to have*. Remember how you may know them, by putting the word *to* before them in their original form in the Infinitive Mode. For instance: *remember* being the first word, you can say, *to remember*, that is then a verb. Some verbs are also like some nouns: for instance, *to walk*, and *a walk*; you must then be guided by sense, and see if there is an article before the word; if there is, it is a noun; if not, it is a verb. But the above-named rule will generally prove correct.

CONJUGATION OF A VERB.

all the parts of a verb are put together *conjugating* it.

conjugation of the Active Verb is called *voice*, and that of the Passive Verb, *voice*.

INFINITIVE MOOD.

TO LOVE.

INDICATIVE MOOD.

PRESENT TENSE.

Persons Singular.

Persons Plural.

I love.

1st. We love.

Thou lovest.

2nd. Ye *or* you love

He loves.

3rd. They love.

PAST TENSE, *called* IMPERFECT

I loved.

1st. We loved.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

Persons Singular.

- 1st. If I love, or may, might, could, would, or should love.
 2nd. If thou love, or may, might, &c.
 3rd. If he love, or may, might, &c.

Persons Plural.

- 1st. If we love, or may, might, could, would, or should love.
 2nd. If ye love, or may, might, &c.
 3rd. If they love, or may, might, &c.

IMPERATIVE MOOD.

- | | |
|--|--|
| 1st. Let me love. | 1st. Let us love. |
| 2nd. Love thou, <i>or</i> do
thou love. | 2nd. Love ye, <i>or</i> do ye
love. |
| 3rd. Let him love. | 3rd. Let them love. |

PARTICIPLES.

Present.—Loving. *Past.*—Loved.

N.B. The preceding CONJUGATION must be *well* committed to memory, and repeated several times, as all *regular verbs* are conjugated exactly like this regular verb, *to love*.

What are called *Compound Tenses* are made by the help of the auxiliary verbs, *to have*, and *to be*. The *Active Voice* is formed by the verb, *to have*, and the *Passive Voice* by the verb, *to be*.

Pluperfect Tense.

I had loved,
Thou hadst loved, &c.

Second Future Tense.

I shall have loved,
Thou shalt have loved, &c.

VE VOICE.—*Present Tense.*

I am loved, &c.

Imperfect Tense.

I was loved, &c.

Perfect Tense.

I have been loved, &c.

Pluperfect Tense.

I had been loved, &c.

First Future.

SUBJUNCTIVE MOOD.

If I be loved—were loved—
may, might, could, would, should, be loved, *or*
have been loved.

INFINITIVE MOOD.

*Present Tense.**Perfect Tense.*

To be loved.

To have been loved.

PARTICIPLES.

Present—Being loved.*Past*—Loved.*Compound*—Having been loved.

From the above, the learner may see the forms of the auxiliaries and the compound tenses ; but they are merely given as hints, and not deemed necessary to be learnt. It will be seen, that the compound tenses are nothing more than the passive participles of the verbs, preceded by the auxiliary verbs, *to have*, and *to be*.

CONJUGATION OF THE AUXILIARY VERB

TO HAVE.

INDICATIVE MOOD.

PRESENT TENSE.

*Persons Singular.**Persons Plural.*

1st. I have.

1st. We have.

2nd. Thou hast.

2nd. Ye *or* you have.3rd. He, she, *or* it, *has*
or hath.

3rd. They have.

LESSONS IN GRAMMAR.

PAST *or* IMPERFECT TENSE.

	1st. We had.
I hadst.	2nd. Ye <i>or</i> you had.
He, <i>or</i> it, had.	3rd. They had.

FUTURE TENSE.

I shall or will have.	1st. We shall or will have.
Thou shalt or wilt have.	2nd. Ye shall or will have.
He shall or will have.	3rd. They shall or will have.

SUBJUNCTIVE MOOD.

Persons Singular.

have, or may, might, would, could, or should have.
Thou have, or may, &c.

'PARTICIPLES.

*Active or Present—Having.**Passive or Perfect—Had.*CONJUGATION OF THE AUXILIARY VERB
TO BE.

INDICATIVE MOOD.

PRESENT TENSE.

Persons Singular.

- 1st. I am.
 2nd. Thou art.
 3rd. He, she, or it, is.

Persons Plural.

- 1st. We are. -
 2nd. Ye or you are.
 3rd. They are.

PAST or IMPERFECT TENSE.

- 1st. I was.
 2nd. Thou wast.
 3rd. He was.

- 1st. We were.
 2nd. Ye or you were.
 3rd. They were.

FUTURE TENSE.

- 1st. I shall or will be.
 2nd. Thou shalt or wilt
 be.
 3rd. He shall or will
 be.

- 1st. We shall or will be.
 2nd. Ye or you shall or
 will be.
 3rd. They shall or will
 be.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

Persons Singular.

- 1st. If I be, or may, might, would, could, or
 should be.

If we be, *or* may, might, would, could
should be.

If ye *or* you be, *or* may, &c.

If they be, *or* may, &c.

PAST *or* IMPERFECT TENSE.

If I were.

If thou wert.

If he, she, *or* it,
were.

1st. If we were.

2nd. If ye *or* you

3rd. If they were

IMPERATIVE MOOD.

Let me be.

. Be thou.

. Let him, her, *or* it,
be.

1st. Let us be.

2nd. Be ye.

3rd. Let them be

IRREGULAR VERBS.

All verbs are irregular which do not ei

LIST OF IRREGULAR VERBS.*

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect or Passive Participle.</i>	<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect or Passive Participle.</i>
abide,	abode,	abode.	bind,	bound,	bound.
am (<i>to be</i>),	was,	been.	bite,	bit,	bitten, bit.
arise,	arose,	arisen.	bleed,	bled,	bled.
awake,	awoke,	awaked.	blow,	blew,	blown.
bear (<i>to bring forth</i>),	bare,	born.	break,	broke,	broken.
bear (<i>to carry</i>),	bore,	borne.	breed,	bred,	bred.
beat,	beat,	beaten, beat	bring,	brought,	brought.
become,	became,	become.	build,	built,	built.
befal,	befal,	befallen.	burst,	burst,	burst.
beget,	begot,	begotten.	buy,	bought,	bought.
begin,	began,	begun.	cast,	cast,	cast.
behold,	beheld,	beheld.	catch,	caught,	caught.
bend,	bent,	bent.	chide,	chid,	chidden, chid.
bereave,	bereft,	bereft.	choose,	chose,	chosen.
beseech,	besought,	besought.	cleave (<i>to split</i>),	clove, <i>or</i> cleft,	cleft.
bid,	bid, bade,	bidden, bid.	cling,	clung,	clung.

* COBBETT, in his Grammar, gives a list of Verbs erroneously deemed irregular, and which he considers as regular, but as having been corrupted in the *perfect participle*. Now, it is this corruption which helps to make them irregular; and it is ridiculous, in any writer, to try to restore them to their original form, for their more pleasant sound to the ear in their irregular form is probably a grand reason why they have become changed. It is therefore in vain to try to give the name of regular verbs to verbs which have thrown off the restraints of orthography and grammatical law, and which long established custom has made irregular. Our ears will never allow us to say, "I *burst*ed with laughter," "I *draw*ed some water, and the like." The master is also requested to inform the pupil, that formerly the places of *o* and *u*, in the past tense, were frequently occupied by *a*, which has now become obsolete; as *bare* for *bore*, *begat* for *begot*, &c.; forms that are generally retained in our translation of the Bible. Some of the participles have also other forms; but those only which are most generally used are here adopted.

usage (w. *venture*),

deal,	dealt,	dealt.
dig,	dug,	dug.
do,	did,	done.
draw,	drew,	drawn.
drive,	drove,	driven.
drink,	drank,	drunk.
dwell,	dwelt,	dwelt.
eat,	eat, <i>or ate</i> ,	eaten.
fall,	fell,	fallen.
feed,	fed,	fed.
feel,	felt,	felt.
fight,	fought,	fought.
find,	found,	found.
flee,	fled,	fled.
fling,	flung,	flung.
fly,	flew,	flown.
forbear,	forbore,	forborn.
forbid,	forbade,	forbidden.
forget,	forgot,	forgotten,
		forgot.
forgive,	forgave,	forgiven.
forsake,	forsook,	forsaken.
freeze,	froze,	frozen.
get,	got,	got.
gild,	gilt,	gilt.
gird,	girt,	girt.
give,	gave,	given.
go,	went,	gone.
grave,	graved,	graven.
grind.	ground,	ground.

load,	loade
lose,	lost,
make,	made
mean,	mean
meet,	met,
mow,	mow
overcome,	overc
overdo,	over
pass,	pass
pay,	paid,
put,	put,
read,	read
rend,	rent,
ride,	rode
ring,	ring
rise,	rose
rive,	rive
run,	ran,
say,	said
saw,	saw
see,	saw
seek,	sou
sell,	sold
send,	sen
set,	set,
shake,	sho
shape,	sha
shave,	sha
shear,	she
shed,	she

<i>Pres.</i>	<i>Imp.</i>	<i>Per.</i>	<i>Pres.</i>	<i>Imp.</i>	<i>Per.</i>
slide,	alid,	alidden.	sweat,	sweat,	sweat.
aling,	alung,	alung.	swell,	swelled,	swollen.
alink.	alunk,	alunk.	swim,	swum,	swum.
alit,	alit,	alit.		swom, or	
smite,	smote,	smitten.		swam.	
sow,	sowed,	sown.	swing,	swung, or	swung.
speak,	spoke,	spoken.		swang,	
speed,	sped,	sped.	take,	took,	taken.
spend,	spent,	spent.	teach,	taught,	taught.
spill,	spilt,	spilt.	tear,	tore,	torn.
spin,	spun,	spun.	tell,	told,	told.
spit,	spit,	spit.	think,	thought,	thought.
split,	split,	split.	thrive,	throve, or	thriven.
spread,	spread,	spread.		thrived,	
spring,	sprung,	sprung.	throw,	threw,	thrown.
stand,	stood,	stood.	thrust,	thrust,	thrust.
steal,	stole,	stolen.	tread,	trod,	trodden.
stick,	stuck,	stack.	understand	understood	under-
sting,	stung,	stung.			stood.
stink,	stunk,	stunk.	wax,	waxed,	waxed.
stride,	strode, or	stridden.	wear,	wore,	worn.
	strid,		weave,	wove,	woven.
strike,	struck,	struck.	weep,	wept,	wept.
string,	strung,	strung.	win,	won,	won.
strive,	strove,	striven.	wind,	wound,	wound.
strow, or	strowed, or	strown,	work,	wrought,	wrought, or
strew,	strewed,	strowed,			worked.
		strewed.	wring,	wringed,	wrung.
swear,	swore,	sworn.	write,	wrote,	written.*

Some verbs are called *defective* verbs, because they are only used in some tenses, as the verb, *ought*; and all those used in the signs of the tenses; as, *shall, will, can, may, and to do*.

* But putting *now* after the *present*, *yesterday* after the *perfect*, and *had* before *yesterday*, after the *perfect participle*, or by filling up the following lines with each irregular verb, the pupil will easily recollect all the irregular forms: thus,

<i>Present.</i>	<i>Perfect.</i>	<i>Perfect Participle.</i>
<i>I — now.</i>	<i>I — yesterday.</i>	<i>I had — yesterday.</i>
<i>I write now.</i>	<i>I wrote yesterday.</i>	<i>I had written yesterday.</i>
<i>I am now.</i>	<i>I was yesterday.</i>	<i>I had been yesterday, &c.</i>

Pres. T.—1. I shall. 2. Thou shalt. 3
 1. We shall. 2. You shall. 3
Past. T.—1. I should. 2. Thou shouldst. 3
 1. We should. 2. You should. 3

WILL.

Pres. T.—1. I will. 2. Thou wilt. 3
 1. We will. 2. You will. 3
Past. T.—1. I would. 2. Thou wouldst. 3
 1. We would. 2. You would. 3

MAY.

Pres. T.—1. I may. 2. Thou mayest. 3
 1. We may. 2. You may. 3
Past. T.—1. I might. 2. Thou mightest. 3
 1. We might. 2. You might. 3

CAN.

Pres. T.—1. I can. 2. Thou canst. 3
 1. We can. 2. You can. 3
Past. T.—1. I could. 2. Thou couldst

PARTICIPLES.

*Present—Doing.**Past—Done.*

Some verbs are called *impersonal verbs*, because they cannot take a pronoun before them—meaning a person—but only *it*; as, “*it* snows,” “*it* hails.”

The signs *if, may, might, can, could, would, should, must*—put before a verb—always mean something conditional, or that may take place; as, “If I *may* go,” “I *should* do it.”

Let is the sign of the imperative mood; as “*let* him love.”

RECAPITULATION.

Q. What do you call conjugating a verb?—

A. Putting all the parts together.

Q. What is the active voice?—A. The conjugation of the active verb.

Q. What is the passive voice?—A. The conjugation of the passive verb.

Q. How are the compound tenses formed?—

A. By the help of the verb, *to have*.

Q. How is the passive voice formed?—A. By the help of the verb, *to be*.

Q. Give me a specimen of a compound tense.

—A. “*I have* loved.”

Q. Give me a specimen of the passive voice.

—A. “*I am* loved.”

Q. What is a regular verb?—A. One that is conjugated in the regular way, as the verb, *to love*.

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plur</i>
I walk.	We w!
Thou walkest.	Ye or
He, she, <i>or</i> it, walks <i>or</i>	They
walketh, &c.	&c
See the conjugation of the verb	

Q. What is an irregular verb?—
does not end its past tense, or parti

Q. What is a defective verb?—
only used in some tenses.

Q. What is an impersonal verb?
— before it:

PRACTICE I.

Write down all the verbs in Luke viii. 4—15.

PRACTICE II.

Write down the verbs in Luke vii. 36—50, marking their *number* and *persons*. Omit the auxiliaries *to have* and *to be*; thus, "Verse 36, *desired*—3rd pers. sing.—for *he* desired."

PRACTICE III.

Write down all the verbs, with their modes and tenses, in Matt. xv. 21—31, omitting the auxiliaries; thus, "Verse 21, *went*—Indic. Mode. Verb *to go*, past tense," &c.

PRACTICE IV.

Write down the person, number, mode, and tense of each verb, in Isa. lv. 1—3.

PRONOUN means *for noun*, and is used of repeating the noun.

Though the pronouns are used with the verb, they are not parts of the verb, but a distinct part of speech. We have not yet considered them because we think they will best be understood in their proper place.

A verb being used to express some state or condition of being, it requires a noun to be connected with it, to show by whom the action is performed, or who is in the state referred to. Therefore we say—"Jesus wept,"—"Paul preached." The suffering, or action, belong to Jesus and Paul, and it would be awkward to repeat the nouns usually, especially when a person is speaking of himself. A child is

EXAMPLE OF PRONOUNS.

John and Mary



were reading their book ; but

HE looked off, while SHE still looked on.



Here John and HE & Mary and SHE
are the same ;

but instead of naming them again, and saying John and Mary were reading their books ; but *John* looked off, while *Mary* still looked on, *he* is used for John in the last sentence, and *she* for Mary ; and *he* and *she* being put for the nouns of proper names, *John* and *Mary*, are called *pronouns*.

and three persons plural. That which is the place of the person or persons called the *first person*; that which is of the person or persons spoken to, *second person*; and that which occupies the place of the person or persons or objects spoken of, called the *third person*.

		<i>Sing</i>
The person or persons speaking	} may be	<i>I</i>
The person or persons spoken to		<i>Thou</i>
The person or persons spoken of	} may be	<i>He</i>
		<i>She</i>

When these pronouns come after a verb or a preposition, they change their form.

I becomes *Me*;

therefore it is wrong to say, "Give i

He becomes *Him*;
She becomes *Her*;
It retains its form, *It*.

In like manner the plural changes its form after a verb or preposition:

We becomes *Us*;
You only retains its form, *You*;
They becomes *them*.

This changed form is called *the objective case*; so that a noun or pronoun, coming after a verb or preposition, is *the objective case*.

2. The *Relative pronouns* relate to some noun in the former part of the sentence. They are *who*, *which*, *that*, and *what*.*

Who, changes its form: when you are speaking of possession, it becomes *whose*; as, "He *whose* right it is;" that is, the right of whom it is,—and when it is influenced by a verb or preposition, it becomes *whom*; "In *whom* we have redemption through his blood." Here the Apostle is speaking of Christ, whose name had been before mentioned.

Who, relates to persons; *which*, to things; and *that*, to persons or things. *What*, is sometimes used for *the thing which*, "That is *what* I wanted."

3. The *Possessive pronouns* are *my*, *thy*, *his*, *her*, *its*, *our*, *your*, *their*. They are so called,

* *Who*, *which*, and *what*, are called interrogatories, when they are used to ask a question.

my house; but frequently they supply of the noun, and then they become *his, hers, ours, yours, theirs*. For instance is *my house*," and "That is *your house* be thus expressed;—" *this* is my house *that* is *yours*;" *yours* standing for *your*.

TABLE OF PERSONAL PRONOUNS.

SINGULAR.

		<i>Nominative.</i>		<i>Poss.</i>	<i>Object.</i>
1 st person	I,	My,	Mine,	Me	
2 nd person	Thou,	Thy,	Thine,	Thee	
3 ^d person {	Mas..	He,	His,	His,	Him
	Fem..	She,	Her,	Hers,	Her
	Neut.	It,	Its,	Its,	It

PLURAL.

1 st person	We	Ours	Ours	Us
------------------------------	----	------	------	----

himself:" they may, however, be so used, except *every*.

5. The *Demonstrative pronouns*, are so called because they *demonstrate* the nouns to which they relate. They are, *this, that, these, and those*; as, "*This* is he of whom I spake;" that is, the man is *he*, &c.

6. The *Indefinite pronouns* are those which express their objects in an *indefinite* manner. They are, *some, other, any, all, such*, &c.

7. *Reciprocal pronouns* are formed by adding *self* or *selves* to some personal pronouns; as *myself, thyself, himself, herself, itself, ourselves, yourselves, themselves*.

RECAPITULATION.

Q. What is a pronoun?—*A.* It is a word that stands for a noun to prevent its too frequent repetition.

Q. What is a personal pronoun?—*A.* It stands for persons.

Q. What is a relative pronoun?—*A.* It relates to some noun in the sentence.

Q. What is a possessive pronoun?—*A.* It shows the possession of the person or persons in the thing to which it is applied.

Q. What is a distributive pronoun?—*A.* It divides the persons or things that make up a number.

Q. What is a demonstrative pronoun?—*A.* It demonstrates or shows the noun to which it relates.

ciprocal pronouns, *oneselves*, added to some of the personal pronouns: as, *myself*, &c.

PRACTICE

Write down all the pronouns in
1—17, also in Titus ii.

LESSON

ADVERBS

FOLLOWING the order of nouns we have learnt the use of the verb: in the next parts of speech we have to learn the adverb. We want to find some words which express his thoughts *more*

other adverbs, but mostly to *verbs*, to give them a more distinct meaning. Thus, he talks *quickly*—he deals *honestly*—he means *well*—he is a *very* good man.

1. The Adverb shows the *manner* in which a thing is done; as “James paints *neatly*.” Adverbs expressing *manner* are generally formed by adding *ly* to an adjective; as neat, *neatly*; fine, *finely*; neat and fine are adjectives; *neatly* and *finely* are adverbs.

2. The Adverb shows the *time* when an action is performed; as “James paints *now*.”

3. The Adverb shows the *place* where an action is performed; as, “James paints *here*.”

4. Adverbs *affirm* and *deny*; as, “Do you love me?” *Yes*. “Does he *not* love you?” *No*.

5. Adverbs express *doubt*; as, “*Perhaps* he may come.”

6. Adverbs are used for *interrogation*, or asking questions; as, “*How* do you do?”

7. Adverbs express different degrees of *quantity* or *quality*; as, “George loves me *much*, but John loves me *more*.” “This apple is juicy, but that apple is *more* juicy.”

An adverb may often be known by its answering to the questions, *how? when? where? how much?* as, *How* does James paint? *Neatly*. *When* does James paint? *Now*. *Where* does James paint? *Here*. *How much* does George love you? *More* than John does.

Besides qualifying *verbs*, adverbs qualify also *adjectives*; as wise, *more* wise; poor, *miserably*

<i>Positive.</i>	<i>Comparative.</i>	<i>Super.</i>
soon,	sooner,	soonest
often	oftener,	oftenest
much,	more,	most
well,	better,	best
far,	farther,	farthest
wisely,	more wisely,	most wisely
unjustly,	more unjustly,	most unjustly

VERBS WITH ADVERB

An Adverb describes the meaning of the Verb

TO WORK



TO



TO RUN



FAST.

TO SAIL



SMOOTHLY.

TO BEG



HUMBLY.

TO RIDE



SLOWLY.

N.B. The word at the bottom of each picture is the *Adverb*.

RECAPITULATION.

Q. What is an adverb?—**A.** It is a word added to a *verb*, and sometimes to an adjective or other adverb, to give a more distinct meaning.

manner, time, and place in which as well as different degrees of quality.

Q. For what other purposes are a
—A. For *affirming* or *denying*, expressing and *asking questions*.

Q. How may an adverb often be
A. By its answering to the questions *when? where? how much?*

Q. What other parts of speech have
are qualified by adverbs?—A. *Adjectives, adverbs, and participles*.

Q. Do adverbs ever qualify nouns
never.

Q. Have adverbs degrees of comparison
adjectives?—A. Yes.

Q. In what way are they formed
times by different words, as, *much*
but more frequently by adding *er*
negative and *est* for the superlative

LESSON VIII.

WHEN we have learnt to talk and to put some of the principal parts of speech together, we still find a deficiency in expressing some things, for want of what we call

PREPOSITIONS.

The author has heard children say, I go chapel, instead of I go *to* chapel. I go bed, for I go *to* bed. Now the word *to* is the preposition, and prepositions may, therefore, be described as words mostly placed before nouns and pronouns, to show the connexion between one word and another. They govern the words before which they are placed, in the objective case.

The principal are,

above	between	on
about	beyond	over
after	down	through
against	for	to
among	from	under
at	in	up
before	into	upon
behind	of	with
below	off	without
beneath		



Walking **WITH** a Stick.



A Dog **UND**



Going **FROM** Post **TO** Post. A Man **U**
N.B.—The words in *Capitals* are *Pr*



from Jerusalem to Jericho and fell among thieves, who stripped him of his raiment, and wounded him and departed, leaving him half dead," Luke, x. 30.

CONJUNCTIONS

Join words and Sentences.



A Man AND Horse. A Girl AND Boy.

CONJUNCTIONS do for sentences, and sometimes for words, what prepositions do for words only: that is, they connect them together.

The principal are,

again
albeit
also
although
and
as
because

both
but
either
else
except
for
however

if
lest
likewise
moreover
neither
nevertheless

otherwise therefore
 save therefore ye

Example of Conjunctions, Acts :
 —“*And* the word of the Lord was
 throughout all the region. *But* they
 up the devout and honourable won
 chief men of the city, *and* raised
 against Paul *and* Barnabas, *and* ex
 out of their coasts. *But* they shook
 of their feet against them, *and*
 Iconium. *And* the disciples were f
and with the Holy Ghost.”

Some conjunctions are called *copu
 junctive*, and some *disjunctive*.

The *conjunction copulative* con
 tence, and lengthens it by joining
 its circumstances with another, a
 ... in the sense; as, “Ar

have hands, *but* they handle not; feet have they, *but* they walk not; *neither* speak they through their throat."

INTERJECTIONS.

O! Oh!
Ah! Ho!
Hush! Lo!
Alas!

INTERJECTIONS

Are words used to express some passion of the mind: principally of *joy* or *grief*, and are usually followed by a note of admiration thus (!) If you hurt yourself, and cry out; or if you suddenly see anything that fills you with surprise, you generally use an *interjection*. The following passages of Scripture begin with interjections:—
 "O! that my people had hearkened unto me."—
 "Alas! master, for it was borrowed."—"Lo! this is our God, we have waited for him."—
 "Hail! thou highly favoured among women."



O dear! my poor t



O! my dear father, how g



RECAPITULATION.

Q. What are prepositions?—**A.** Words placed before other *words*, to show the connexion between them, or to connect *words* together.

Q. In what case do prepositions govern the words before which they are put?—**A.** In the *objective* case.

Q. What are conjunctions?—**A.** Words which connect *sentences* together.

Q. Are there various sorts of conjunctions?—**A.** Yes. The *copulative* or *conjunctive* and *disjunctive*. Conjunctions *copulative* continue a sentence and connect the circumstances; and conjunctions *disjunctive* join the sentence without connecting the circumstances. The *copulative* conjunctions are, *and, because, both, for, if, since, that, then, therefore, wherefore*. The *disjunctives* are, *as, but, either, lest, neither, nor, notwithstanding, or, than, though, unless, yet*.

PRACTICE.

Write down the prepositions in Titus ii. and in Psal. xxxvi.

Write down the conjunctions in Mark x. 13—27.

Write down the interjections in Rev. xviii. 10, 16, & 19.—Matt. xi. 21, & 25.—Isa. lv. 1.—Isa. lxiv. 1.—Isa. lx. 2.—Matt. xxviii. 20.

Q. What is an *adjective* ?—A. In general, expresses the *quality* of :

Q. What is an *article* ?—A. A placed before a noun, to give it a p nification.

Q. What is a *verb* ?—A. A ver show what we are doing to othe things, and what other persons o doing to us ; and some verbs descr in which we are.

Q. What is a *pronoun* ?—A. I noun, to prevent its too frequent r

Q. What is an *adverb* ?—A. A a verb, and sometimes to an adje adverb, to give a more distinct me

Q. What is a *preposition* ?—A which connects *words* together.

Q. What is a *conjunction* ?—A.

SOME GENERAL RULES CALLED

SYNTAX,

WHICH MEANS THE CONNEXION AND PUTTING IN ORDER
OF THE WORDS AND SENTENCES OF A LANGUAGE.

A *Sentence* means many words joined together in a complete sense.

A *Simple Sentence* is a complete sentence without the need of a conjunction.

A *Compound Sentence* requires a conjunction or relative pronoun.

In syntax, there is *Concord*, or *Agreement*, and *Regimen*, or *Government*.

Concord is the agreement of one word with another, in gender, number, case, and person.

Government means the influence which one word has upon another, when, by the rules of grammar, it causes it to take some particular case or mode.

NOUNS.

A plural noun requires a plural verb: as, "Their feet *are* swift to shed blood; not, "their feet *is* swift."

Two or more nouns joined by a conjunction, require a plural verb; as, "Destruction and misery *are* in their ways."

Nouns of multitude, meaning many persons collected in one body, may have either a singular or plural verb; observing, however, whether you mean to speak of them as *a body*, or as *many distinct persons* forming that body. In the first case, by meaning one thing, and including the

ADJECTIVES.

One adjective must not be coupled with another. "Miserable poor," "dreadful bad." The first is thus wrongly employed should be made an adverb. The words should be, "miserably poor," "dreadfully bad."

Never put *most* before a *superlative*, thus, "m
lentest," "most wickedest." "He is the *most wici*
that ever lived," should be, "the *most wicked ma*

Adjectives are generally placed next before to which they belong; as, a "virtuous woman"; poetry they may be placed after; as, "*Love divine*," "excellent."

VERBS.

Mind that the nouns and pronouns which be verb, require that verb to be in the same person. "I love," and not "I loves;" "Birds be sure that you are right, when in doubt on verb, conjugate it thus:

1st person, I love,
2d person, Thou lovest,
He loves. &c.

moment you add the implied verb, for it then becomes "*Me* am here;" "*Me* did it."

The relative *who* is sometimes put before the verb, when it is *acted upon* by the verb, in which case it becomes *whom*; as, "The boy *whom* you called." If, however, the verb does not act upon it, it retains the form of the nominative; as, "Who told you?" Here the verb only acts upon you, and not upon *who*.

As verbs and prepositions govern pronouns in the objective case, it is improper to use the nominative instead of it. Do not say, "*Who* do you speak to?" "*Who* did you see?" but "*whom* did you speak to?" or, "to *whom* did you speak?" "*whom* did you see?"

Them is very often improperly used for the demonstrative plural pronoun *those*. When you are pointing out any thing of which you have not spoken before, you must not say, "Give me *them* things," or "*them* books," &c., but "give me *those* things," &c.

ADVERBS.

An adverb should always be put close to the word to which it refers, and generally after a verb and between an auxiliary and a participle; as, "Thy word is *very* pure, therefore thy servant loveth it." "Let us *walk* HONESTLY, as in the day." "I *have* SURELY *seen* the affliction of my people which are in Egypt."

Two negatives make an affirmative. "I *have not* seen *none* of them," means "I have seen some of them." If you mean to say, "I have none," you must not think to make the phrase stronger by saying, "I have not none," for this destroys your meaning.

PREPOSITIONS.

In speaking familiarly we may put the preposition which governs the noun or pronoun after the verb; as, "That *is* the person I gave it *to*;" but in writing, it is better to say, "to whom I gave it;" as, "Lord, *to* *whom* shall we go?" "This is he of whom I spake;" and not

NOT ONLY join
 modes, tenses, and persons of verbs, and
 and pronouns which they unite to be in t

GENERAL CAUTION

I. Beware of gross grammatical blunders
In using Verbs, do not say "I *loves*," "I
LOVE," "I *THINK*," &c.; nor, "They *says*,"
 but "They *SAY*," and "They *KNOW*," &c.
 a very common, but very gross blunder. "You
was well yesterday," should be, "You
WERE well yesterday." It would be
 this, by only observing the conjugation
 of the verb "to be:" thus,—

"I *was*," "Thou *wast*,"
 "We *were*," "Ye or you *were*," (and not
 "They *were*."

In speaking of the *past*, always use
 past tense; do not say, "I *see* him yeste
sense; you may *see* a thing *now*, but yo
 it should therefore be, "I *saw* him
 country blunders are as bad: "I *see'd*
 not English; and "I *saw'd* him yeste
 you cut him in two with a saw.

in using the irregular

*If any thing we *might* say could help you in this affair, it will give us pleasure," should be, "If any thing we *may* say can help," &c. *May* always refers to the future; *might*, correctly used, to the past.

The common people in Norfolk frequently use the subjunctive mood for the indicative, in all the verbs, which is very bad English. They say, "It *have* rained," instead of "It *has* rained," &c.

The same error is committed in many places with the verb *to do*; as, "It *do* rain," for "It *does* rain," or, "It rains;" "Do it run?" for "Does it run?" It is also a common mistake made with the verb *to be*; many country people say, "Be you," for "Are you:" "I *be*," for "I *am*," &c.

The pronouns *You* and *I*, coupled together, are often improperly used: it has often been observed, that *I* always becomes *Me* in the objective case; therefore, to say "He told you and *I* of it," is wrong; it should be, "You and *me*." On the contrary, if you mention the pronouns before the verb, you should say, "You and *I*;" as, "You and I told him." An error is often committed with the pronouns "You and *I*" after the preposition *between*. Many persons say, "between you and *I*;" it should be, "between you and *me*," the preposition *between*, as well as all other prepositions, putting the noun or pronoun which follows it in the *objective case*, and the second pronoun of this sentence being coupled in case with the first by the conjunction *and*.

He for *Him*, in the objective case, is a shocking blunder; as, "John told *he*;" it should be, "John told *him*."

Many country people in Gloucestershire, Somersetshire, and Hampshire, place a pronoun personal in the nominative after a verb, when it ought to be in the *objective case*; as, "Him told *I*," for "He told *me*;" "I saw *he*," for "I saw *him*."

You must again recollect, that it is wrong to reply *me* when a question is asked, "Who is there?" the answer is "*I*." It is also common in pointing out a person to say, "That is *him*," "That is *her*;" for, as the verb *to be* has the same case after it as before it, it should be, "That is *he*," "That is *she*."

you saw at our house,
stead of "The man *that*, or *whom*, you saw,"
that, or *which* you had."

As is also very improperly used by many.
whom; they would say, for instance, "The man
for "The man *that*, or *whom*, I met."

In using a comparison, the personal pronoun
often wrongly employed. "I know better t
should be, "better than *he*;" for the verb is again
and if continued, would be, "better than he k
shows the error; for who would say, "bet
knows." "He is older than her," should,
rule, be, "He is older than she;" or else it
"He is older than her is," which appears
directly.

In Herefordshire, and some other counti
often put the pronoun in the objective ca
verb, instead of the nominative; thus, "*He*
stead of "*He* said it."

In using Adjectives, remember always to
more and *most* for comparatives and superla
adjective has more than two syllables. R
"the fullest," and remem

cured by teaching them frequently the conjugation of the verb *to be*;—I am, Thou art, &c.

Take care that the number of your noun agrees with the verb: "There *is* vessels sailing to day," should be, "There *are* vessels," &c.; the noun, vessels, being plural. "There *is* a vessel," would be correct.

In using Adverbs, recollect what has been said about two negatives, and do not say "I have not none," &c., and the like phrases.

Take care and avoid the common mistake of using *adjectives* for *adverbs*. Do not say that a person looks *beautiful*; he may *be* beautiful, but he *looks beautifully*; the verb always requires the word after it in a way of farther explanation to be an adverb, which mostly ends in *ly*. The comparative degree is often wrongly made by *nor*, instead of *than*; "He knows better *nor* I," should be, "*than* I."

II. Beware of vulgar words or expressions. Some are very disgusting; as, "If so be," now grown obsolete in conversation; "And what not."

Some proverbs are also vulgar; as, "By long, and by late," &c.

III. Beware of using *fine words*, that you do not well understand. A plain word, properly used, is always preferable to any other, in common conversation. I have heard people make some laughable blunders in this way, and seen them make themselves very ridiculous. Hence comes the use of *obstropolous*, for *obstreperous*; and *necessiated*, for *necessitated*, &c.

There is a common blunder, which I would mention in this place, though it does not precisely come under this caution. *Learnt* is often wrongly used for *taught*; as, "He *learnt* me," for "He *taught* me." This is a very old form of speech, which has now become so vulgar as to be considered wrong.

IV. Beware of vulgar repetitions; as, "Says he," "Says she," "Says I," "And so," "You see," which, repeated often in telling a story, render it very unpleasant.

V. Beware of vulgar provincial pronunciation. Though many of our words are not spelt as they are pronounced,

is and that, used in the counties mentioned, and that, used in the counties mentioned, teachers may easily correct these errors. *oomy*, as used in some midland counties, is used for the same purpose, in Devonshire, in English words, but they are quite confined to the counties, and used only by the vulgar.

There is a word wrongly pronounced by the people in Devonshire and some other counties, which often shows to what county they belong; in which they give a long sound, pronouncing it like *write*, instead of *favourit*.

The Kentish people, and the Londoners are notorious for substituting the *v* for *w*, as *we* *v*, in pronouncing words: as humorous, he well-known phrase, "Weal and wine good victuals, I wow;" and in "Vill, v'ig?"*

The vulgar Londoners clip the name of the famous city most shamefully, and call it *Lay arter* for *after*; *Natur*, for *Nature*; *ke*, they also say. *winder*, for *window*, *sour*

persons, who do not attend to correct pronunciation, but still they are considered as vulgar. *His'n, her'n, our'n, your'n*, for *his, hers, ours, yours*, are also shocking faults in pronunciation. In the West, people often cut off the *g* from *nothing*, &c.; in London, they add a *k*: the former say, *nothin*, and the latter *nothink*: the latter specimen is barbarous. The Yorkshire and Lancashire dialects have also nearly the latter defect; the *ing* should have a *ringing* sound.

VI. Beware of *bad spelling*. A little attention will at least prevent the shocking blunders made by some people who can write. Every book they read will teach them how to spell common words; and if they are only a little cautious, they will never spell *come*, *cum*, or *kum*, as I have often seen, and many other such blunders. Especially mind the distinction between the verb *is*, and the pronoun *his*; and remember, that whenever you mean the word to signify *a person* it should be *his*.

In commencing a letter, avoid the hackneyed way of saying, "This comes to you with my kind love, hoping you are well, as I am at present, thank God for it;" rather begin it in any way than this; it seems as if you can use no words of your own.

In reading, regard your stops, and avoid using a singing tone. Some children, and grown people too, read a chapter as if they were crying a "Last dying speech and confession." In talking, many of the Londoners have also a most disgusting *canting* tone, and some country people *whine*, particularly in Gloucestershire and Herefordshire.

VII. Avoid *vulgar and profane interjections and exclamations*. "By my troth," used in Shropshire and its vicinity; and "As I hope to be saved," "My eye," used in London, are vulgar. "O *crist*!" used by children, is a profane allusion, and an abridgment of "O *Christ*!" "Good God!" used by some of the better orders, is profane; and "O heavens!" little better. "Lord have mercy upon me!" ought never to be lightly used; and "God Almighty," and other names of the Deity, ought never to be uttered but with reverence, "for the Lord will not hold him guiltless, that taketh his name in vain."

r heart; and, on the contrary, saying *nenemy*

article *a* becoming *an* before a vowel or silent
owel or silent *h* must never be sounded, which
hen done: for instance, *an author*, must not
ed as if written *an hauthor*.

CAPITAL LETTERS.

1 should begin with a capital letter—

The first word of every book, chapter, letter, n
ice, &c.

The name of God, and all proper names of pers
s, streets, rivers, mountains, ships, &c., and na
ed from them; as, English, European.

The first word of every line of poetry.

The pronoun *I*, and the interjection *O*.

STOPS AND MARKS.

Comma (,) pause while you can count *one*; and
o each of the rest, namely, a Semicolon (;) a C
Period (.)

The following are Marks:—



